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JOURNAL OF EDUCATION

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Shall the Child Be Cheated?
ARTHUR B. LORD

A Remedy for Repeating
FREDERICK J. REILLY

Learning to Teach Cripples
BERNICE ELLIOTT

Attitude Makes the Difference
FRANCIS ROY COPPER

"The Other Mother" in Knoxville
HARRY CLARK

More Pupils at Less Cost
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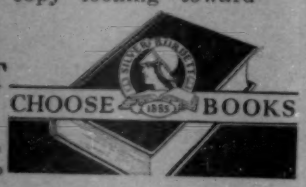

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JOURNAL OF EDUCATION

ALBERT E. WINSHIP and ANSON W. BELDING
Editors
ISOBEL R. LAY
Managing Editor

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JOURNAL OF EDUCATION: Founded 1875. Published first and third Mondays, in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $3.00 a Year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are also listed in the Education Index.

For These Times

Certain economies and threatened economies of these hectic times may set the hands of the education clock backward a half century or more, unless the public can be aroused to what is happening. Educators are not really guilty of profiteering. Their chief concern has been and is the child. "Shall the Child Be Cheated?" asks Arthur B. Lord (Massachusetts Department of Education), in an article that helps to put this whole matter of school budgets in a clearer light.

•

When a child repeats a grade, a monetary cost is imposed upon the school community and — still more serious result — a psychological setback from which he may never recover is suffered by the child. So it is a pleasure to present any workable plan for avoiding the "repeat" bungle, as, for example, "A Remedy for Repeating," by a New York City principal, Frederick J. Reilly.

•

Zeal to serve the handicapped members of a school has frequently outrun the ability to supply adequately trained teachers of the special groups. Bernice Elliott, of Michigan State Normal College, tells how students in that institution are "Learning to Teach Cripples."

•

Another Michigan school, Northern State Teachers College, of Marquette, is represented in this issue by Francis Roy Copper, who stresses the importance of a right attitude toward life and its many problems.

•

In Knoxville, Tennessee, a Parent Teacher Association is taking motherly care of many pupils. Supt. Harry Clark gives an appreciative report.

•

Faced with greatly reduced revenues, Fairfield, Maine, sought to obtain more and better results for each dollar expended. The procedure is described by Supt. W. H. Phinney.

•

"The School Forum" holds its third session. Chairman Graves suggests solutions of several administrative puzzles.

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THESE WORKBOOKS add a strong link in the chain of the child's education. They clinch what he has mastered. They furnish a framework on which he can hang the information which he has learned. They crystallize his ideas so that he won't forget them and they develop his power of thinking. They supply tests and follow these up with additional drill where needed. They simplify the teacher's work and are a great saving of both time and money.

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NEW YORK CINCINNATI CHICAGO BOSTON ATLANTA

JOURNAL OF EDUCATION

Editorials

By Albert E. Winship

Congressional Responsibility

WE HAVE no sympathy with nor respect for the vicious criticism of the Congress that is dying. To defeat congressmen because they did not rescue business was a bigger disgrace for the voters than for the defeated congressmen.

In 1929 there were more than five hundred business men who paid more than a million dollars in taxes on their income. Thirty-six of these paid more than $5,000,000 each on their business income.

The congressmen, personally good business and professional men, receiving insignificant salaries, were abused by the press and on the platform because they did not prevent the business of a multitude of miscellaneous business men from failure.

Public officials need public confidence now as never before. The pressure of selfish men will be fierce and forceful. Public officials should know and feel that they have the confidence of unselfish public-spirited citizens.

We have never had as much faith in the future of the United States and of the world as we have now.

Franklin D. Roosevelt has an opportunity such as no one else has ever had. The United States has a responsibility such as no other country in the world has ever had.

• • •

What Is Education?

JOHN M. BREWER of Harvard University in his latest book, "Education As Guidance" (The Macmillan Company), defines education in one word which meets every requirement of modern life.

Education is *guidance* in the science and art of living with the latest developments of the microscope, telescope, stethoscope, electroscope, and cosmic ray.

• • •

Appreciation of Teachers

WE HAVE no apology to offer for protesting against a too general assumption that the public lacks appreciation of schools and teachers because of enforced reduction of salaries.

For example, a New England daily paper of high rank in every way had on its editorial page recently an article of 15,000 words by a distinguished citizen of a suburban city, saying plainly and forcefully that the public places pride in school plants above the attainments of pupils and comfort of their teachers.

Accompanying this severe criticism was a stirring editorial praising its denunciation of "faulty apportionment of public school funds."

When that marble staircase led to a rotunda circled by bronze busts of great Americans, the public was being prepared to give teachers more professional luxuries than had ever been provided common school teachers anywhere in the world.

America will always be in the front rank in meeting emergencies that affect the common schools.

• • •

Demand for Public Speakers

THE world crisis will make a demand for successful public speakers.

Franklin D. Roosevelt's prominence is due to his ability to withstand the temptation to make any address on any subject under any circumstance, that will commit him to anything or anybody, and to prevent any one from making any addresses anywhere at any time that will commit him to anything or anybody.

The world will never come back to normal in business, politics, or religion until there are public speakers who can create more production of public sentiment that is universally and uniformly sane and safe.

The schools need "A Practical Teacher of Public Speaking." See Book Review in this issue.

• • •

Round-the-World Fellowship

THE United States needs the appreciation of the rest of the world as never before. We are facing bitter opposition, financial and political, because of debt insistence, anti-immigration and tariff legislation.

Lucy Helen Pearson, 17 Madison Avenue,

New York City, represents a national organization, "Student Fellowship Round-the-World," which utilizes the interest of children and youth in schools of all countries in the daily life of children and youth of all countries.

Indications show that it is feasible to interest the entire foreign family in the real home and neighborhood life of the United States, from the tourist point of view, by thinking of it as children think before they are contaminated by party politics and financial worries.

There can be no harm, and there are possibilities of vast good in the "Round-the-World Fellowship" under the inspiration of Lucy Helen Pearson.

• • •

Health Textbooks

JUDGE GEORGE W. ANDERSON, United States Supreme Court, a life-long student of American public school education, in an interesting article in the Atlantic Monthly, in November, 1932, says plainly and forcefully that the only service that professional scientists have rendered civilization is in the promotion of health, and in this the benefit, individually and collectively, is beyond estimate. It is certainly impossible to measure the service that the schools are rendering families and neighborhoods, especially through the textbooks that pupils and students take to their homes.

Every member of the family can be personally influenced by the health habits insisted upon and practiced by the school boys and girls. Insurance companies have remarkable economic reports upon the effect of the use of health textbooks on the postponement of the death of adults among their clients.

At one time in this school year we received eight new and remarkable textbooks on health. The list follows:—

"Principles of Health Education," by Dr. Clair Ellsmere Turner, Massachusetts Institute of Technology, member of the Advisory Committee of the Metropolitan Life Insurance Company. (D. C. Heath & Company.)

"Health Studies: Personal Health," 314 pages. "Health Studies: Home and Community," 258 pages.

Health Manual for Teachers, 64 pages.

All three by E. M. Gregg, Nebraska Wesleyan University, and Hugh Grant Rowell, Columbia University (World Book Company, Yonkers-on-Hudson).

New Healthy Living Series, "The Game," 214 pages. "The Habits," 218 pages. "The Laws," 249 pages. "The Healthy Community," 266 pages. All by Charles Edward Amory Winslow, Yale Medical School, and Mary L. Hahn, Ypsilanti, Michigan, State Teachers College (Charles E. Merrill Company, New York City).

"Correction of Defective Speech," by Edwin Burket Twitmyer and Yale Samuel Nathanson, both of University of Pennsylvania. 413 pages. (P. Blakiston's Sons & Company, Inc., 1012 Walnut Street, Philadelphia.

• • •

Education for Citizenship

DAVID SNEDDEN is one of the rare American scholars who has risen to a great height in specialization in education. His "Education for Political Citizenship" (Bureau of Publications, Teachers College, Columbia University) is the most important textbook on political science that we know.

It is usually assumed that a child will absorb enough political wisdom in his history, reading, geography, and other subjects to be a good political citizen. Experience demonstrates the fallacy of any such assumption.

Dr. Snedden insists that there should be somewhere in the school life of every American a special, definite, forceful study for political citizenship, and he has created a textbook for the use of a teacher of such a class. We have seen no similar textbook, and no one else, so far as we know, could write such a book. It is related to Political Citizenship as Robert Millikan is to the cosmic ray, or Harlow Shapley is to the cataloging of universes.

• • •

Science Today

THE home as well as the school needs a new book on science frequently, practically. There certainly is a demand this year for the new text on "General Science for Today" (Macmillan Company).

Practically every scientific activity has had some phase of its use or abuse discovered in the last year or two.

It is neither wise nor safe today to teach nor to learn anything that can be modified by nature or by its relation to human nature.

Microscopes, telescopes, spectroscopes, and stethoscopes are from ten to a thousand times more powerful than they were even three years ago.

It is not a question of the use of individual facts, but it is absolutely necessary that the general trend of discoveries, creations, and revelations in nature, especially in relation to human nature, should be up to date if it is to be scientific.

Belding's Page

Industrial Plan—For Teachers

HOW to link schooling more closely with life is a problem which receives more attention today than it once did. An easy answer is contained in the advice to surround the pupil with "real life situations" . . . but these situations are not readily created in an ordinary school, and many attempts at such creation are remote from reality.

While the school folk continue to work out plans for an environment which is the similitude of life itself; and while some schools and colleges actually arrange alternate periods of industrial or commercial employment for their students, to let them experience the practical problems of the world they must one day wrest a living from—would it not help if educators themselves were required to dip into the workaday world around them either as a prerequisite to their appointment as leaders of youth and childhood, or as an alternating part of their yearly program?

Certain of our technical schools already stipulate that their instructors shall have had actual experience in some line of employment related to their courses, or else they are required to have business contacts outside their institutions during their terms of service. Thus a professor of chemistry or engineering may do important work as consultant to outside firms or corporations.

The custom has not, however, become general throughout our halls of learning. A multitude of teachers and administrators at all levels of the school profession are devoid of the background of every-day participation in the sphere of manufacturing, trade, agriculture, or anything else outside their cloisters and their classrooms.

This is not necessarily a criticism. What opportunity have these persons ever had to step over into other occupations than their own? Any teacher who does this for any length of time greater than a summer vacation, is held to have deserted the profession. The experience that is usually demanded of an applicant for a school position is experience in a similar position. The standards of preparation which are raised higher and higher are measured in years of formal education under the direction of men and women who, themselves, have been bred almost exclusively in that same atmosphere.

Not that teaching is free from its own types of hardship, or from its own kinds of problems. The point is that, if the training of young people is to equip them for wise participation in the life which awaits them upon graduation, schoolmasters themselves need to know at first hand what many of those realities are.

• • •

Bootleggery!

HAVE you any bootleggers in your school? You hope not, of course. And if any one were to ask, even more pointedly, whether any of your *faculty* are bootleggers—that would be going just too far.

But let us make sure.

No doubt your faculty can be absolved immediately of any charge of bootlegging liquor. Can a verdict of innocence be as promptly rendered on the charge that they distribute in mimeographed form the contents of books which are protected by copyright against all such reproduction of their contents?

The law provides severe penalties for this offence. No publisher has yet been heard threatening to apply those penalties to teachers, many of whom are quite unaware of anything wrong in their procedure. But unless the practice voluntarily comes to a halt, some publisher or author may lose patience and invoke the aid of the courts.

Copyright laws have been devised to guard the rights of authors and publishers. Without such laws few persons would undertake the labor of research and writing or the expense of editing, printing, binding, and circulating books. A growth in the practice of duplicating the material found in books—often without so much as giving the author credit—would result in serious setback to the entire textbook industry; an industry which has sufficiently severe handicaps right now without this additional one.

Call it bootlegging, piracy, hi-jacking or what you will—this custom has no legal or ethical leg to stand on. The teaching profession should clear itself of even the suspicion of guilt in this matter.

• • •

To William Shakespeare

"SWEET are the uses of adversity" is a beautiful text. But we shall all be glad to lay it aside when the time comes to do so.

Auson W. Belding

Shall the Child Be Cheated?

By ARTHUR B. LORD
Supervisor of Special Schools and Classes
Massachusetts Department of Education

IN Massachusetts twenty-five years ago one pupil of every six in the elementary school entered the public high school. Today one pupil of every three goes to high school. It is evident that the proportionate number of children who enter the high schools is decidedly larger than was the case twenty-five years ago. Some people have said that this was because of the fact that more and more of our people were desirous that their children should be employed in adult life in so-called "white collar jobs." This assumption, I believe, is incorrect.

A quarter of a century ago our conception of education was quite different from our conception today. Then practically the entire high school program had for its ultimate aim the preparation for entrance to college. Attendance at college was out of the question for many boys and girls because of financial reasons. Many had no particular interest in going to college and so looked upon the training which the high school offered as a waste of time. There were other boys and girls who found it difficult, if not impossible, to do the work required by the restrictive programs offered. The result was that the high school was made up of a very selective group. Our people, however, gradually came to think of the public schools as a place where the young people of the community should be trained for worthy home membership, and to meet their obligations to society and to the state. With this conception of education the high school curriculum was expanded to meet public demand, and more and more boys and girls, with no particular desire for college, but with a desire for the broader training which the schools were offering, entered the high schools.

"I am not greatly concerned with the problems of the unemployed teacher or the reduction of teachers' salaries, but I am concerned with the danger that threatens the welfare of the child. To eliminate certain activities in our high schools and to increase the size of classes to the extent that work with the individual is practically impossible means that we are returning to the type of schools of twenty-five years ago when only one out of six pupils went beyond the eighth grade."

During the past few months we have heard much discussion with reference to curtailed expenditures in the various communities. The largest expenditure in many of our municipal budgets is in the school department, and many citizens interested in tax reduction have felt that the schools should curtail their activities. It has been suggested that certain offerings in high schools be eliminated — manual and domestic arts, music, and physical education, for example. It has also been suggested that the size of classes be decidedly increased, that the services of some teachers might be eliminated or that additional teachers might not be needed.

•

It is quite essential that the citizens consider seriously present-day education in the light of present-day demands. I am not greatly concerned with the problems of the unemployed teacher or the reduction of teachers' salaries, but I am much concerned with the danger that threatens the welfare of the child. To eliminate certain activities in our high schools and to increase the size of classes to the extent that work with the individual is practically impossible means that we are returning to the type of schools of twenty-five years ago when only one out of six pupils went beyond the eighth grade—the school with college preparation as its major effort. To do this, I feel sure, would mean that boys and girls who otherwise would do so, would not complete their high school work, and that others who are looking forward to a present-day high school education would lose interest in going forward.

In the school of a generation ago almost the entire effort of the school was placed on the imparting of knowledge. The teacher's principal thought was given to teaching textbooks and the information contained therein. We considered children in large groups and took an attitude expressed by some such expression as "Here is the opportunity to gain knowledge, it is up to the pupil to take it or leave it." The responsibility for success or failure was placed almost wholly on the pupil himself. Shall we go back to this type of education which means the curtailing of educational advantages to many boys and girls? In the new field of education we have readjusted our aims and methods to the extent that we are thinking more and more of training the individual in the establishment of right habits, ideals and reactions. When we were thinking of education as the "teaching of groups" we forgot the fact that these boys and girls were individuals of different abilities, different interests, and different habits. Only a careful study of the individual and an adjustment of the school program to his needs

can train him efficiently. Training, through mass education with little or no emphasis on individual differences, leads to habits which are far from desirable.

•

Dr. Conklin of Princeton University in his book, "Direction of Human Evolution," says: "Any system of education that leads to the formation of habits of indifference, idleness, and failure rather than industry, thoroughness, and success is bad."

Accepting Dr. Conklin's statement we can see that any system of education that leads to the formation of habits of industry, thoroughness, and success is decidedly worthwhile. That is the type of education that *the modern school* is endeavoring to give to boys and girls. To curtail present-day education means that to an extent we shall deny opportunities to a considerable number of children who now enjoy them. Our high schools in particular no longer could be called the "schools for all the children of all the people." Some may say why *try* to give high school education to all these children? Such a question fails to recognize present-day aims of public education. The school of today offers a wide range of opportunities for slow, so-called "normal" and gifted children and results justify the effort and the added cost of the offering. In such schools we shall not evaluate educational progress wholly by the "measuring stick" of academic learning. We shall not think of the child who fails to pass the academic standards of the teacher as a failure. We shall forget these standards and think of progress as a development of the child's individual abilities. We shall not endeavor to have all children of a given group do the same thing at the same time and at the same rate of speed, and we shall have fewer discouraged, disappointed children who have little love for school. As long as we feel sorry for the child who is not "college material," we cannot go far in training for character, good citizenship, happiness and contentment. To make real progress in educating the many children we must forget the traditional set-up of our school system with "college requirements" as the ultimate goal.

We may continue to deal with children in groups and yet provide for individual instruction. In any class, even in small village and rural schools, a study of the individual child is possible, individual assignments within the range of individual abilities may be given; special abilities may be emphasized. Those things the child *can* do, he should be taught to do well. Right habits, character training, and citizenship should have special emphasis. Good citizenship and character are not measured by intellectual achievement alone. We must educate our children to the fullest extent of such abilities as they have. Knowledge is important, but the way in which we get it is even more so.

•

Allow me to present two boys —the first a child who is mentally slow. He is in high school, in the practical arts department. He finds his school work difficult. He puts in long hours of study. He gradually becomes able to think through to its logical conclusion the problem as it confronts him. Through manual projects he *works out* and *sees* the application of much that he learns. As has been said, he may have a sixty per cent. mind but he is required to do seventy per cent. work. He is forced to "stretch his mind" and to work it to its fullest capacity. His rank may be C+, and occasionally a D.

Now, another picture. A bright boy, so called, he learns very easily, so easily, in fact, a single reading of his lesson in English, history, Latin, or French gives him the necessary preparation for a rank of "B" at least. He has much spare time. He goes to the moving pictures three or four times a week. He loafs around and really takes life easily. His mother thinks him a smart boy, he does his work in school so well.

Which of these boys is getting the essentials of a real education? Is it the first boy who has learned how to *work*, how to make use of his mind to best advantage, how to use his hands and his eyes as well as his brain? What of character and citizenship? Haven't both these virtues rather a close relationship to hard work? The rank of "C" or "D" means very little when we measure individual achievement. Now the second boy is acquiring a *knowledge* of English, history, French, and Latin, possibly with an excellent rating for college entrance, and yet he does not use his mind to its full capacity. *He is so bright*, he learns so easily, he has much spare time, he forms habits of indolence, he doesn't know what real work means. He often leaves high school with a mind less alert than when he entered.

I am strong in the belief that the first boy, even with a rank of "C" or "D," is getting a real education—which is in reality, training. The second boy with his rank of "B" or better gets knowledge and some bad habits. The acquiring of knowledge alone cannot rightly be considered education.

•

Shall we close the doors of the modern school which gives every child his chance; back track on the road of progress to the point where we were twenty-five years ago; dust off the out-grown theories of that day and offer the restricted school program which appealed only to a part of the people's children?

The axe of economy applied too vigorously to school costs will mean just that.

Society needs the *best* effort of every individual. To train for that even at an increased cost

means a return to society in accomplishment valued in dollars and cents far in excess of cost; besides it means those factors not measured by monetary values —happy contented lives, habits and ideals that mean a better world. By rendering such a service to boys and girls we are enabling them to render similar service to others—a service justifying the expenditure of every cent it costs, where wisely spent, even in these times of financial stress.

A Remedy for Repeating

By FREDERICK J. REILLY
Principal, Creston Junior High School, New York City

I HAVE made a careful study of reports submitted by teachers of "slow" classes. I find that they agree almost entirely in two things:—

1. Grouping according to ability with special attention to the slowest, and,
2. Omitting some parts of the work prescribed.

Under the head of (1) I find nothing particularly original, nothing that has not been done for years by efficient teachers of normal classes. For even with our system of rapid, normal, and "slow" classes you will find in any given group some who require individual special attention to keep them up to the rate of progress expected.

The whole difficulty with our "slow" classes is that *we have not been logical in our treatment of them.*

We have our rapid classes which are expected to complete three years work in two years. And I submit that generally speaking they do a pretty good job.

Then we have our normal classes that are supposed to do three years' work in three years. *But what are our slow classes supposed to do? Nobody seems to know.*

To be logical our slow classes should be expected to complete *three years' work in three-and-a-half or four years.*

The course of study in all subjects is supposed to be aimed at the "middle one of the middle fifty." That being so it is quite proper to assume about as follows:—

1. The top 15%, now selected for rapid advance classes, should, as they do now, complete three years' work in two years.
2. The next 15%, now neglected, should be scheduled for "above normal" classes, to do three years' work in two-and-a-half years.
3. The middle 30% should constitute our normal classes and do three years' work in three years.
4. The next 15% should form a "slow normal" group and do three years' work in three-and-a-half years.
5. The next 10% should be grouped as "slow" and be expected to do three years' work in four years.
6. The next 10% would be classed as "dull" and provided with a special course of study of minimum essentials.
7. The lowest 5% are defectives for whom provision is made in "ungraded" classes, emphasizing handwork.

This, of course, is stating an administrative problem, but one not necessarily impossible of solution, at least in our larger schools. *My contention is that for about 85% of our pupils the course of study and syllabus in all subjects should be taken "as is."* That none of these children should be deprived of any of its cultural features. That we should stop this business of having individual principals and teachers constituting themselves judges of what shall be taken and what omitted.

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We have reason to be proud of the work of the committees of practical teachers who have revised our syllabi in the past few years. They have done a good job. They have laid out the work that our children should do. It remains only for us to be logical in carrying out that work.

We made a good beginning years ago when we allowed 15% of the brighter children to enter "rapid" classes. Now it is time to carry that plan to its logical conclusion. *Let the course of study alone,* but *make* provision for varying rates of progress based on careful study of previous ratings, attendance record, home co-operation, I.Q's, A.Q's, E.Q's, and especially *the pupil's own attitude toward school work.* Many factors enter into the measure of a pupil's ability to progress in school. A low I.Q. may be offset by industry and helpful home supervision. A high I.Q. may be neutralized by illness, natural laziness, or a broken home.

It is our business to equate these factors as well as we can, and make provision for shifting an individual to a slower or faster group as we find indicated by a change in any of the known conditions.

Above all we must program our work in such a way so as to

do away, as far as possible, with that deadening thing of "*repeating a grade.*" This, to my mind, is the great crime in educational administration. Most of the hatred of school, and of teachers, I believe, can be traced to just this one thing. Let's abolish it.

We are probably not prepared to put into operation at once the five-fold division outlined above. But it is distinctly possible to tell a teacher of a slow class to cover what would be equivalent to fifteen weeks' work in a regular 4A class. Next term do remaining one-quarter and one-half of 4B. Next term remaining half of 4B and one-quarter of 5A. Fourth term, remaining three-quarters of 5A, thus cover-three terms' work in four. These pupils would be making somewhat slower progress, but they would be making *progress* all the time, not going back over the same old ground. The net result would be a saving in dollars and cents, and what is more, in mental and spiritual growth.

Learning to Teach Cripples

By BERNICE ELLIOTT

Michigan State Normal College, Ypsilanti

THE problem of the physically handicapped child has long been recognized. Not alone in this country but in Europe, the need for special education for physically handicapped children has long been apparent. In Scandinavia and Germany the state not only treats and trains, but employs the cripple. If we, in the United States, have not progressed quite so far it is perhaps because we have not fully realized our responsibility.

Crippled children require special facilities for education, both because their handicaps prevent normal school activities and because they need special occupational training suited to their defects. When one considers that the Michigan Crippled Children's Commission reported 9,070 crippled children to the White House Conference, a ratio of two cripples per 1000 population, the scope of the problem becomes evident.

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If these children are to receive special educational training, there must be teachers equipped to give such training. The Michigan State Normal College at Ypsilanti is attempting to meet this need for trained teachers for crippled children in one of the first departments of special education to be established in a teacher-training institution.

In 1923, Michigan, long a leader among the states in providing for the care of the handicapped, attacked the problem. Local boards of education were authorized to provide facilities for the education of cripples with state aid. These facilities were to be provided in school systems having at least five crippled children, and state subsidies based on the excess cost of such education over the average cost of the education of the normal child through the eighth grade, were to be given. At the same time teachers of orthopedic classes were required to have special training.

To meet the demand for specially trained teachers of orthopedic classes as well as for teachers of other types of handicapped children, including the deaf and hard of hearing, the blind and partially sighted, the mentally deficient, a special education department was established at the Michigan State Normal College. Thus the oldest teacher-training institution, west of the Alleghanies, followed its tradition of being in the vanguard in pioneer movements in education.

In accordance with a belief that before undertaking the instruction of crippled children, teachers should first have had experience with normal children, an entrance requirement was made that students wishing to become teachers of crippled children must have had two years of college or normal school training in addition to one year's successful teaching experience with normal children. Care is taken in the selection of candidates for orthopedic teaching since it is considered necessary to have persons who are sound physically and mentally, and who have a cheerful outlook upon life.

At least one year's study of the problems particularly related to the care and training of crippled children is required of students preparing, in the special education department, to become teachers of orthopedic classes. This study is designed to give the student a knowledge of the common causes of crippled conditions among the children; of occupational therapy, the necessity for craft, handiwork, and recreation programs adapted to the use of crippled children; at least sufficient training in physiotherapy to follow intelligently the directions of the physician—especially necessary in the smaller communities where the specially trained nurse is not available. No attempt is made, however, to train physiotherapists. The student is given a working knowledge of social case and field work, the study and analysis of social problems of individual patients, the significance of their disorders, and the readjustment of the child to his community

and his family. She is given an understanding of the school organization with its provision for the needs of the exceptional child, and is given experience in special class methods and practice teaching.

All students are made familiar with vocational work although they do not receive specific training for specializing in that branch. They are taught to seek out the child's abilities and to guide him in the work which is possible for him.

The courses, in general, deal not only with the academic development of the child, but with the social and physical as well. The main reason for putting the child into the special class is his physical handicap, and everything possible is done to lessen this.

Usually about six to ten students complete the course each year, a number now found adequate to supply the demand for orthopedic teachers for the twenty centres now in operation in the state, and new ones being organized.

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The orthopedic class of the Ypsilanti Board of Education, located at the Normal College, serves as a typical example of such classes as are found in the public schools of the state. It is used as a laboratory for practice teaching and observation, as well as serving its legitimate purpose of educating the physically handicapped children of the vicinity.

The children are brought to school in a bus and remain from nine o'clock until two with a forty-five minute lunch period. Classes are continuous, being kept intact for student teachers who teach under the supervision of a critic teacher. Children are released one at a time to the physiotherapist for their daily corrective exercises which are given under the direction of the orthopedic surgeon of the University of Michigan Hospital.

The children are classified in grades and represent ordinarily the first to the eighth. At present one sixteen-year-old girl who has completed her eight grades is taking commercial work, typewriting, shorthand, commercial arithmetic, and business English, because she still needs to come for corrective treatment.

In the classroom, occupational therapy and rhythm work receive attention in addition to the academic subjects. The occupational therapy correlates closely with the physical. It is largely an individual matter of correlation with the particular physical handicap of the child. Tying knots, lacing, weaving, hooking rugs, loom weaving, making small pieces of furniture are examples. One period a day is devoted to rhythm work to music.

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The type of corrective treatment followed for each individual child is determined by the orthopedic surgeon and carried out by a trained physiotherapist. Exercises for the re-education of weak and paralyzed muscles are among the most important. Apparatus is used as an aid in this. Balance beams, stall bars, walking rails are used to supplement exercises on the table. Hydrotherapy is employed for various types of paralysis for the reason that the buoyancy of the water permits many children to do exercises not otherwise possible. Light treatment of different types is used in improving circulation and in building up general resistance. Those whose condition permits, go swimming once a week in the college pool.

Children are taken to the hospital from time to time for check-up, and as soon as sufficient correction has been made, they are returned to their regular classes.

Improvement among the members of the class differs, of course, according to the nature of the handicap and the age at which correction was begun. One boy, a congenital spastic paralysis case, was over age when he entered the class. His muscles were already developed. A graph was kept, however, of the improvement which he was able to make. Although this boy will never be able to feed himself or walk, he has received in the five years, an eighth-grade education and a new outlook on life. As he was unable to write, all of his work was done on the typewriter. He was good in arithmetic, and has since been able to sell real estate and radios. In a local checker contest, he remained until the last round.

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Other children have made remarkable physical improvement. Gertrude entered at ten years, was an infantile paralysis case. She had undergone eleven operations. Her nerves were unstrung. She cried a great deal, and was extremely morose. Today she is a different girl in every way. When she came she was unable to stand. Now she walks with very little assistance, and her mental outlook has completely changed. She has been in the class for six years and is equipped to take an easy job.

Milton, another infantile paralysis case, with braces on both legs when he arrived, has made an almost 100 per cent. recovery.

Dorence, a spastic hemiplegia case, has had his arm lengthened, and can now use it. Edward, who received treatment for a double congenital dislocation of the hip, goes back into his regular grade in September.

All of the children, whatever their handicap, are contented and happy in the environment. In fact, two boys, who are ready to re-enter their regular classes, are reluctant to leave their companions and the friendly atmosphere of the "Fair Play School."

The students, observing these children, learn to recognize the types of cases with which they will have to deal in the public school field. They learn to treat them intelligently, both as to their physical and mental well-

being. They are trained to guide the child's interest toward those particular subjects which will function in a vocational way later in life. They learn to make every effort to help the child to adjust himself socially. Knowing that his success in life will be determined in large measure by his ability to forget his handicap, they will do all in their power in this direction while he is still in school that he may be less in need of guidance and encouragement after he leaves.

Attitude Makes the Difference

BY FRANCIS ROY COPPER

Northern State Teachers College, Marquette, Michigan

ATTITUDE or mental set is very significant because it has much to do with the way a person attacks his work, treats his fellows, and looks upon life. In fact, it has a great deal to do with determining life's meaning to him and his usefulness to the world. Sometimes an attitude becomes so definitely crystallized as to form a guiding principle of life.

No doubt every one has an interesting attitude toward life if he would stop to express it. I have often been impressed by the man who delivers my coal, who invariably says: "If I can't do a man any good, I won't do him any harm." This may seem like a somewhat negative point of view, but if every one had this wholesome attitude toward his fellowman there would be fewer murders, thefts, kidnappings, etc.

Some time ago a young man who had committed a heinous crime when asked why he did it replied: "I guess a fellow has to live." What an attitude! If every one so reasoned there would be no martyrs and but few heroes.

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Edwin Markham, in his stirring poem, "The Man with the Hoe," shows how meaningless and barren life is when lived on the plane of mere physical existence. Speaking of the brutalized laborer, he says:—

" . . . . he leans
Upon his hoe and gazes on the ground,
The emptiness of ages in his face,
* * *
. . . dead to rapture and despair,
A thing that grieves not and that never hopes,
Stolid and stunned, a brother to the ox."

What a despairing picture!

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One of the outstanding examples of indifference to life is illustrated by the man who said that he would just as soon be dead as alive, and who when asked why he did not kill himself replied that there would be no object in that as he would just as soon be alive as dead. A man with this attitude cannot be expected to achieve anything really worth while in life. Louis Pasteur, the great French scientist, presents a sharp contrast to this man. Pasteur after having accomplished almost miraculous things for humanity became paralyzed in his left side, and his recovery was despaired of. While in this discouraging physical condition he said to a friend: "I am sorry to die; I wanted to do so much for my country." Pasteur was typical, for the cry of every really ambitious person, in the language of the poet, is:—

"Let me not die before I've done for thee
My earthly work, whatever it may be" . . .

The artist always wants to paint one more picture; the poet, to write one more poem; the singer, to sing one more song.

And then there is the unappreciative attitude which is exemplified in the person of Peter Bell to whom

" A primrose by a river's brim
A yellow primrose was to him,
And it was nothing more."

For such a person there is no glory of the sunset, charm of the goldenrod, or beauty of the lily. To him life must be drab and dreary. When we know what life means to a person, we know what his attitude is.

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To Dr. Russell H. Conwell, author of the famous lecture, "Acres of Diamonds," life meant sixteen hours of cheerful constructive work daily, eight for himself and eight for little John Ring, a lad who in the Civil War lost his life in heroically rescuing the Dr.'s sword from a burning tent.

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To William Cullen Bryant, even as a lad, life was articulate, sympathetic, and eloquent, for in "Thanatopsis" he says of life as represented by Nature:—

" . . . . she speaks
A various language: for his gayer hours
She has a voice of gladness, and a smile
And eloquence of beauty; and she glides
Into his darker musings, with a mild
And healing sympathy, that steals away
Their sharpness, ere he is aware . . . "

And again, to Longfellow, the grand old poet:—

"Life is real! Life is earnest!
And the grave is not its goal;
Dust thou art, to dust returnest,
Was not spoken of the soul."

The significance of attitude in charity is well illustrated by Lowell in his "Vision of Sir Launfal." When the ambitious young knight, Sir Launfal, arrayed in his shining armor, rode cheerfully forth from his

castle in search of the Holy Grail, he was aware of a gruesome leper who sat by the gate and begged alms. Then a loathing came over him, the sunshine went out of his soul, and in order to ease his conscience he tossed the beggar a piece of gold in scorn. The leper must have had some pride left, for although he was sorely in need of funds he refused to raise the coin from the dust, saying:—

"He gives nothing but worthless gold
Who gives from a sense of duty . . ."

So, because his attitude was not right Sir Launfal wasted his gold, insulted the beggar, and utterly failed to dispense true charity. Of course, there is another angle to the problem of charity. There is nothing that will dampen the ardor of sincere givers so quickly and so effectively as an ungrateful attitude on the part of the recipient.

Not only in charity is attitude significant but in worship as well. When two men went up into the temple to pray, the one a Pharisee and the other a publican, the reason the latter's petition was more acceptable than the former's was because he had a more humble attitude.

How much attitude of mind has to do with a person's success or failure has been nicely put by Walter D. Wintle:—

"If you think you are beaten, you are,
If you think you dare not, you don't;
If you'd like to win but think you can't,
It's almost sure you won't.
If you think you'll lose, you've lost,
For out in the world we find,
Success begins with a fellow's will.
It's all in the state of the mind . . ."

It is certainly true that many fail because of their inferiority complex. In all their thinking and acting they are dominated by the attitude of failure. On the other hand, right attitude makes powerfully for success, for "The only failure is in giving up."

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Attitude affects our lives also at many other points. The present depression is in part an attitude of mind, characterized by fear and timidity. An optimistic frame of mind is always a big factor in emerging from any difficulty. There is much truth in the statement that trouble is an ounce or a ton depending on how we take it. A great deal of the trouble between capital and labor is due to the fact that they both have the wrong attitude toward each other. In government when an adverse attitude towards monarchs becomes persistent enough and strong enough even kings have to go on their "travels for their health" and some to the block. Whenever the attitude of rulers becomes consistently strong against war then the nations can safely "beat their swords into plowshares, and their spears into pruning hooks," and universal peace will prevail. It was a slavish attitude to absolute dogmatic faith and an antagonistic attitude toward reason that brought on the Dark Ages. It was, however, a wholesome change in attitude that ushered in the Renaissance. One of the reasons why our governments are not more nearly what they should be is because of the apathetic attitude on the part of the citizens toward the great issues of state and nation. A wholesome and sane attitude toward hygienic living largely determines a person's health and happiness. Many a game has been lost because the contestant or team was over confident or lacked confidence, either of which will prevent the putting forth of the best efforts. The growth of the attitude of equality toward our fellowmen has gradually done away with slavery. Again, the change in the attitude toward womanhood has been of tremendous consequence in liberating woman from her narrow sphere of action and enabling her to take her place in the world as a constructive, creative member of society. The world has greatly profited in the realms of art, literature and science because her latent powers have been given a chance for expression. The world is also profiting because of its kindlier and more sympathetic feeling toward science. Many maladjustments in life can be prevented by right attitudes. One of the great factors in personality is attitude.

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Since attitude is of so much importance the ones having to do with its formation have a great opportunity as well as a great responsibility. Attitude does not just happen, but is subject to the laws of cause and effect just as truly as any thing else. The three major steps in life seem to be, first, experience, then attitude, and then action. If the attitude of youth is not right today, as many insist that it is not, then those of us who are conditioning their experience are largely to blame. There is nothing that will more surely break the spirit of a child than the negative, heckling attitude of the parents. And there is nothing truer than that the pupils catch and reflect the attitude of their teachers. Of course the church and the community also play a significant part in the development of the child. Sometimes we can tell very definitely the specific incident or experience that fashions one's attitude.

For example, Hannibal, one of the most implacable enemies of Rome, when a lad of nine was led by his father, Hasdrubal, to the altar where with his hand upon the sacrifice he swore eternal hatred to the Roman race. Again, Lincoln's attitude toward slavery was pretty definitely fixed when at the age of nineteen he made a flat-boat voyage to New Orleans, where he witnessed a revolting sale of a negro girl. Then, seeming to realize the iniquity and the injustice of the traffic in human flesh, he solemnly declared: "If I ever get a chance to hit that thing, I'll hit it hard." One encourag-

ing thing about the whole problem is that a bad attitude with careful direction and training can be changed for the better.

The question may well be raised as to what are some of the significant attitudes that make for a wholesome, successful personality and life. Their number is legion, but only a few can be mentioned here. One of the very finest attitudes toward life, it seems to the writer, was expressed by Stephen Girard when he said if he knew he would die tomorrow he would plant a tree today. That is really what he did in a figurative sense when he left his huge estate to be used as an aid and protection for youth struggling for an education. The attitude of good will as expressed by Lincoln in his famous phrase, "with malice toward none, with charity for all," is also very essential. Nor can we overlook the open, inquiring type of mind. The right attitude will lead one to get pleasure out of play, satisfaction out of work, comfort out of worship, joy out of service, and to regard life as a sacred trust and a stimulating challenge to meet each day courageously as an interesting and glorious adventure. The ideal attitude will enable one to look upon life, understand it, participate in it, and love it.

"The Other Mother" in Knoxville

By HARRY CLARK

Superintendent, Knoxville, Tennessee

THE Parent Teacher Association is the great "other mother" to hundreds of underprivileged children in Knoxville, taking for a host of little orphans the place of mothers who are dead or taking the place of mothers who are ill or exhausted with poverty and its burdens for scores of ragged and malnourished children. As the Red Cross is well named "The Great Mother," because of its sympathy and help for the unfortunate, so I salute the Parent Teacher Association as the great "Other Mother" for an army of unfortunate little ones in our schools. You fathers would be touched as I have been if you could visit the afternoon meetings of the Parent Teacher Association and see the confident affection with which ragged little folk greet the coming of the Parent Teacher Association members. They know that their coming means shoes for blue little frostbitten feet and warm clothes for shivering bodies. One woman of this town with a small income has bought eleven sweaters for scantily-clad little fellows, so I have just heard at one store. I saw one boy striding sturdily out of one school at the close of the day with heavy soles on his shoes. A teacher pointed to his feet, saying: "That is the work of our Parent Teacher Association. They have arrangements with a charitable shoemaker." A little squirming boy, with 550 muscles in him, but not one to keep him still, twisted on the front seat at a Parent Teacher Association meeting. The principal whispered to me that he is a double orphan, both parents dead, and told me that one of our good women had taken the little waif into her own home to rear. Food for the cafeteria, presents for the Christmas tree at the school, materials for garments, these are evidences of the mother heart which is softening adversity for scores of homes. One touch of adversity has made the whole world kin, but it takes an organization like the Parent Teacher Association to reveal the relationship.

The Parent Teacher Association is the "Great Democratizer." It is easy for despairing mothers in homes of poverty to become sources of radicalism for their men folk if they see those who are more prosperous displaying wealth when there is no fire on the hearth and no food in the cupboard in their under-privileged homes. But the Parent Teacher Association women from homes of comfort are making personal visits to the abodes of want, bringing the touch of sympathy and sisterhood to their underprivileged sisters, inducing them to come in their threadbare garments with their babies to the Parent Teacher Association meetings, there to sit awhile in simple natural equality side by side with women from homes of affluence. Social distinctions disappear there, financial differences are forgotten, for the Parent Teacher Association officials in our schools have worked out a new arithmetic for the depression finding the "least common denominator" of America's social fractions, and demonstrating it to be the glory of motherhood.

The Parent Teacher Association is the "Great Stabilizer" for the schools. Women know the financial burdens of their husbands; they know that necessary retrenchments have had to be made in governmental expenses, schools included, but they do not get panic-stricken and lose their sense of perspective. In some places the schools have received damage which it will take long years to remedy. In other places the schools have retrenched, but only in proportion to the general retrenchment in business, not beyond it. When

the recovery arrives, the wise, confident, capable grasp of the whole problem which our Parent Teacher Association mothers will have shown will make us all thankful that this consecrated group has been pondering this problem all the while, weighing all the facts, and stabilizing the opportunities of this oncoming generation.

What should the Parent Teacher Association do for the schools during the depression? Just what it has been doing all along, serving as a "Great Other-Mother," a "Great Democratizer," and as a "Great Stabilizer."

HOW FAIRFIELD, MAINE, CARES FOR More Pupils at Less Cost

By W. H. PHINNEY
Superintendent, Fairfield, Maine

IN 1928, Fairfield, Maine, had within its village limits two elementary school units, all of uncertain age and enrolling 250 pupils in grades one to eight.

In addition, a total of 225 pupils, grades nine to twelve, were enrolled in a fine modern high school unit. The operating cost of these units with a total enrollment of 475 was $27,410 or $58 per pupil.

In 1932 one elementary unit and a six-year high school unit with a total enrollment of 641 pupils were operated at a cost of $27,362 or $43 per pupil.

The saving in operating costs was due to a complete reorganization of these schools on the platoon plan.

The first elementary unit, a building of five rooms with an additional semi-portable structure on the same lot, housing the entire first grade, enrolled a total of 196 pupils under the direction of six teachers at a total operating cost of $6,170 or $32 per pupil.

The second, a building of two rooms, enrolled two divisions of grade eight, a total of sixty pupils, with two teachers, at an operating cost of $2,228 or $37 per pupil.

The high school unit, a modern building of eight classrooms, laboratory, gymnasium, auditorium, and shops, enrolled 225 pupils in the four-year high school with a teaching force of twelve and an operating cost of $19,012 or $85 per pupil.

A total school population of 475 pupils under the direction of twenty teachers, operating at a cost of $27,410 or $58 per pupil. All buildings were filled to capacity and school officials were wondering just how additional pupils were to be cared for without additions to the school plants, and increases in the school budget.

The Plan

The first elementary unit as well as the high school unit were reorganized on the platoon plan.

The first elementary unit now has an enrollment of 187 pupils in six divisions divided into two sections, A and B.

SECTION A		SECTION B		
Grades	Pupils	Grades	Pupils	Totals
1	33	2	25	58
3	36	4	32	68
5	30	6	31	61
3 classes	99	3 classes	88	187 pupils

These are under the direction of five teachers, three classroom and two special, the small building has been closed. The operating cost is $5,018 or $27 per pupil.

The second elementary unit has been discontinued. The pupils and teachers are grouped with the high school unit. Forming a six-year high school with a total enrollment of 454 pupils, in fourteen divisions, and two sections A and B.

SECTION A		SECTION B		
Grades	Pupils	Grades	Pupils	Totals
7	37	9C	33	70
8A	31	8B	30	61
9A	26	9B	39	65
10A	36	10B	37	73
11A	39	11B	26	65
11C	30	12C	17	47
12A	35	12B	38	73
7 classes	234	7 classes	220	454 pupils

These are under the direction of seven classroom teachers, seven special teachers, and a supervising principal at an operating cost of $22,347 or $49 per pupil.

Comparing school costs we find that in 1928 the cost of operating the three plants was $27,410 for a school enrollment of 475 pupils or an average of $58 per pupil, while in 1932 the operating costs are $27,362 for 641 pupils or an average of $43 per pupil.

Teachers' salaries have not been reduced though there has been a reduction in per pupil cost. The school day has been lengthened one hour and the curriculum broadened by the addition of special training in manual arts, domestic science, music, dramatics, drawing, library work, and physical training.

Due to the holding power of the platoon school with its enriched curriculum, the total enrollment has increased from 475 pupils in 1928 to 641 in 1932, or 166 extra pupils, while there has been no increase in the school budget.

The platoon school seems to have helped this community to care for an ever increasing enrollment with no increase in the tax burden, while the traditional school would have necessitated the construction of at least four classrooms at a cost of approximately $6,000 each. Extra equipment and several extra teachers would have added several thousands of dollars to the operating cost.

Hence over the four-year period upwards of $50,000 has been saved.

Should Textbook Prices Be Reduced?

This question must be considered in the light of two major facts:—

First, the cost of paper, cloth, and all the other physical components of a book amount to much less than the cost of the labor. Wages in the printing and binding industries have not been reduced.

Secondly, the sizes of the editions which are needed to fill the greatly reduced orders today are much smaller, and the publishers' costs of production per copy have therefore become higher.

It may be reasonably asked why wages should not be reduced. Although the wage per hour has not been cut, the weekly earnings have dwindled to a half, or a third, and even less for a large majority.

Few if any more changes in the direction of economy seem possible unless the textbook product itself is cheapened, with a consequent reduction of wearing qualities which, in the long run, become extravagant economy.

It is interesting to see just what kind of record the textbook publishers have made in the matter of prices during the past twenty years. A book-for-book comparison is hardly a fair one, since the books of 1932 are much larger than those of 1913. Books in history and science are of necessity larger. Many other types of books contain more exercises, reviews, and other material, which have been required to meet changes in methods of teaching.

Another factor during this period of twenty years is the increase in wages. In one large textbook plant, for example, the average increase paid to compositors, electrotypers, pressmen, and bindery-workers has amounted to 107%. This increase is about the same as that in most occupations. As wages constitute the largest part of the cost of making a book, we might reasonably have expected that the textbooks would be about twice as costly today as in 1913. This proves not to be the case, fortunately, because improvements in machines and in methods of manufacture have reduced the labor time required in the making.

Let us glance at the comparative prices to schools of textbook material in 1913 and in 1932 computed according to the price per 100 pages, which seems to be a reasonable basis. One of the larger publishers has provided the following information, which is based on books sold widely in 1913, as compared with other books sold widely in 1932.

Elementary School Textbooks

	Net prices to schools per 100 pages		Increase or Decrease Per cent.
	1913	1932	
Readers — Eight-book series	$.13	$.18	38% increase
Arithmetics — Three-book series	.10	.13	30% increase
Histories — Three-book series	.17	.17	No change
Geographies — Two-book series	.40	.29	27% decrease
	$.80	$.77	3.7% decrease

In readers the increase of 38 per cent. is due in part to the greatly increased use of color. This is true also in the case of arithmetics. The fact that histories show no price increase is because of a large increase in the number of pages. The cost of the cover remains about the same in a book of few pages or many pages, and when this cost is distributed over many pages the cost per page becomes less. In the geographies this is true to an even greater extent than in the histories, so much so that the cost per 100 pages shows an actual decrease.

A similar comparison of high school books, including ten titles in history, English, Latin, algebra and science, shows an average cost per 100 pages of 19.7 cents in 1913, and of 20.7 cents in 1932, or an increase of only five per cent.

Textbook prices have thus remained virtually unchanged, while most other commodities have advanced in price.

Any downward revision of textbook prices at this time seems far from justified by today's conditions in the textbook industry.

THE SCHOOL FORUM

Conducted by

S. Monroe Graves, Ph. D.

"Flexible Minority" Holds the Whip

WHO elects our Presidents? The Democratic party, of course, claims this honor for the last election. But who elected Mr. Hoover President in 1928? Naturally the Republican party claims that victory. As a matter of reason, however, it was the "flexible minority" of all "parties" that elected both Presidents.

Comparatively speaking who is it that determines school budgets and even school policies? In reality it again may be stated that it is the "flexible minority"—the small group of people in any community who think and who act. Because of this "flexible minority" that responds very definitely to public opinion educational progress has been possible.

At the present time small minorities—in many instances not flexible—because they are not open to constructive suggestions—are attempting to control both school budgets and school policies. They speak of excessive costs and unnecessary fads and frills. On the other hand, there is a small minority of parents who have children in school who are quite willing to take up the cudgels for the maintenance of high educational standards, and for the provision of adequate financial support for educational needs. This latter strong minority, we believe, is flexible in its tendencies and will always be willing to make such changes in education as may be necessary to meet a changing civilization.

In any community that desires to remain truly progressive, educationally, constant effort is necessary in order to enlighten the public opinion so that the "flexible minority" will react favorably to what is best. Life has many seeming incongruities, and one of the greatest is that a small minority, flexible if you please, but no less a minority, in reality rules in a democracy.

Question 1.—How may the voters in a town be persuaded not to reduce teachers' salaries?

Answer.—In the first place one should find out if there is sufficient money to pay the teachers' salaries if the salaries are not reduced. If it is not necessary to reduce the salaries from a financial point of view, then the facts should be given to the public and a house-to-house canvass made, if desirable, to reach, inform, and persuade every voter.

Question 2.—What percentage of the school budget should be allowed for maintenance, i.e., repair of buildings, painting, and general upkeep?

Answer.—One per cent. of the value of the buildings is a fair allotment for maintenance of plant. A building or buildings valued at $1,000,000 could be kept in reasonably good repair for $10,000 annually.

Question 3.—How may a community be persuaded to support an adequate school budget provided it does have sufficient money for such support?

Answer.—First of all the "flexible minority" should be convinced by a clear exposition of the facts. Second, this minority should be persuaded of the necessity for taking part in town meetings and city elections if the community really desires good schools. Third, the work of the schools themselves should be a proof of their worthwhileness. Fourth, send home with each report card general information regarding education—its objectives, comparative data regarding school costs, etc.

Question 4.—How may the policy of having the public schools provide classes to meet individual differences be successfully supported?

Answer.—The first step is to inform the public. No community will long support financially a program which it does not understand and in which, therefore, it may not have confidence. Public policies, to be successful, require public confidence, and public confidence is based upon complete understanding of the facts.

Question 5.—To what extent should facts be "emotionalized"?

JOURNAL OF EDUCATION DIRECTORY
OF SCHOOL EQUIPMENT AND SERVICES

Where to Buy!

The Journal of Education is pleased to recommend to its readers the following firms, each specializing in dependable merchandise and service for schools.

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Book Publishers

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American Book Company, New York
Cincinnati, Chicago, Boston

Arlo Publishing Co., Newton, Mass.

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ARCHITECTS ENGINEERS
Specializing in Schoolhouse Planning.
47 Winter St., Boston, Mass.

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P. P. Caproni & Bros., Boston

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Underwood Elliott Fisher Co.
342 Madison Ave., New York, N. Y.

Answer.—Emotions are more powerful than mere knowledge. Emotions may cause wars, revolutions, great adventures, important social changes. If the cause is just, one should not hesitate to "emotionalize" it. Patrick Henry emotionalized the American Revolution. He is now rated as a hero. The cause which his words emotionalized succeeded and brought freedom to a Great People.

Question 6.—How much money should be spent for books and pupils' supplies in the average school system?

Answer.—This question has as many answers as there are individuals to answer it. The answers, of course, should depend upon what has been spent in previous years and upon the types of schools represented. In a technical high school, for example, the per pupil cost for supplies might necessarily be higher than for a school teaching only a general high school curriculum. One school department has, for a number of years, made up its budget for school supplies on the basis of the following table:—

BOOKS AND SUPPLIES per Pupil

	Kindergarten	Elementary	Junior H. S.	Senior H. S.
Books	.25	1.00	2.50	3.50
General Pupils' Supplies	2.00	1.50	1.75	3.00
Art		50.	.25	.60
Physical Ed-G.		.20	.50	1.50
" -B.			.50	2.00
Manual Training			1.50	8.00
Home Economics			1.30	

This basis, it may be said, has worked very satisfactorily in the instance quoted.

BOOK TABLE

A PRACTICAL TEACHER OF PUBLIC SPEAKING. By Herald M. Doxsee. Cloth. 243 pages. Milwaukee: The Bruce Publishing Company.

As we say editorially in this issue the world's depression demands inflation of public speaking.

What Moses did with the teaching of the Ten Commandments, what Jesus did with the Sermon on the Mount, what Matthew, Mark, Luke and John did with their Epistles; what Peter and Paul did with their apostolic messages, what others have done in world crises will be done by public speaking in this world crisis.

What Ruth Bryan Owen's latest book does inspirationally, Herald M. Doxsee's book does creatively. No student of "A Practical Teacher of Public Speaking" will ever mispronounce a word, stand on the wrong foot, or wink the wrong eye. This book makes it absolutely inexcusable for any student to leave the tenth grade and not be as letter-perfect in public speaking as in addition and multiplication.

The election of November 8, 1932, will make it desirable for every youth who goes out into life from the tenth grade to be equipped to play a part in public speaking creditably.

The world has changed, and the schools must change with it.

GENERAL BIOLOGY. By Frank Merrill Wheat and Elizabeth T. Fitzpatrick, both of George Washington High School, New York City. Cloth. 566 pages. Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

"General Biology" is one of the important creations of modern education which is revealed as desirable by the present crisis.

"General Science" was shorn of recognition because each of the traditional sciences was so entrenched that no one of them would yield anything of its scholastic prestige.

Biology, the new school science, is meeting this situation heroically by giving "General Science" full sway in the ninth grade, and claiming the tenth grade as its own for "General Biology."

"General Biology" has living things for its campus, and their range is infinite.

Nothing is as unchanging as changes. Life is always changing. The science of life is general, and "General Biology" has a field all its own.

"General Biology," as it is here presented, is as fascinating as life itself. From the first sentence, "It is impossible to escape life," to the last, "Science is an effort to ascertain exactness and truth," the reader finds his thought magnetized by the activities of life.

EDUCATION AS GUIDANCE. By John M. Brewer, associate professor of education, Harvard University. Cloth. 668 pages. New York: The Macmillan Company.

We have followed the professional thought and activities of John M. Brewer since his first adventure in heroic specializing in progressive thinking and writing, and it has been an interesting trail from recognition in Arizona to his dominance in Harvard University.

We are sure there has been no better study of the science and art of teaching guidance of education in school or out of school than in Dr. Brewer's "Education as Guidance" in the chapters on "Learning to Live" and "Living to Learn."

The best feature of this remarkable book is the assurance that it will inevitably tend to make all thought and practice of teachers and administrators concentrate on better living by everyone everywhere. Guidance will be an education, and the test and measurement of education will be the arrival of boys, girls and youth at the place where their education guides them.

ONE FOOT ON THE GROUND. A Plea for Common Sense in Education. By Ernest Cobb. Cloth. 248 pages. New York: G. P. Putnam's Sons.

Ernest Cobb has always struck a popular chord in his writing, as much when he championed highly progressive activities in Chelsea and Fall River, Massachusetts, as when he now heroically demands that the popular progressives stop boosting so many new things and get "one foot on the ground."

It is interesting in the present progressive atmosphere to find a vigorous, conscientious, attractive defence of college entrance examinations as the height of "common sense" in having the school system get "one foot on the ground."

The book needs no boosting by a review, for there are innumerable teachers who have been hungering and thirsting for such a brilliant defence of college entrance examinations and all that goes and has gone with them in standardized education.

We have read this book with a keen relish of Ernest Cobb's enjoyment of getting his "foot on the ground" with a fascinated audience.

THE SOCIOLOGY OF TEACHING. By Willard Waller, Pennsylvania State College. Cloth. 466 pages (6 by 10 inches). New York: John Wiley and Sons, Inc.

This is a massive text for a teachers' college, and as highly scholastic and professional as it is extensive. We have given it unusual personal attention, and have enjoyed our devotion to its 20,000 words. It would require several pages of the Journal of Education to express our appreciation of its masterfulness.

We would gladly give the time to write the review it deserves, for we are in the mood to write, but we have not the space, so we must be content to say that it is the most intensive and extensive book of professional advice to teachers that we have seen recently. The author is a master of professional literature, and has had vast experience in developing projects for the use of student teachers. He has called to his aid in the creation of this great text various professional experts, so that it is a book that should be available in every professional library for all who seek the latest grouping of the wisdom of the masters in the science of education and the art of teaching.

Books Received

"Science Related to Life Series." Books One and Two, Three and Four, Three, Four. By Frank Reh.—"Practical Workbook in English." By W. D. Lewis, J. F. Hosic.—"Laboratory Problems in Biology." By George W. Hunter.—"Arithmetic Workbook" 3, 4, 5, 6. By Clifford B. Upton.—"Creative Writing." By Robinson and Hull. — "Guideposts to Character Series." "Loyalty, Ambition, Perseverance." By George W. Gerwig. New York City: American Book Company.

"New Path to Reading." Book 5. By A. D. Cordts.— "Bookkeeping for Today" (Advanced Course). By F. H. Elwell.—"Directed Studies for the Physics Laboratory." By B. L. Cushing. Boston, Mass.: Ginn and Company.

"Problems of Teaching Economics." By P. S. Lomax and H. A. Tonne.—"The New Applied Mathematics." By S. J. Lasley and M. F. Mudd.—"Interesting Things in the Teaching of Typewriting." Compiled by Breidenbaugh and Ehrenhardt.—"New Business English." By G. S. Kimball.—"Problems of Teaching Business Arithmetic." By P. S. Lomax and J. J. W. Neuner. New York City: Prentice-Hall, Inc.

"The Story of Steel." By V. S. Spencer. "Inventions and Discoveries of Ancient Times." By William L. Nida. Chicago, Ill.: Laidlaw Brothers.

"An Introduction to Greek History, Antiquities and Literature." By A. Petrie. London, England: Oxford University Press.

The News Digest

CURRENT EVENTS IN THE WORLD OF EDUCATION—A TIME-SAVING FEATURE

Illiteracy Fight Vigorously Waged In Mexican States

MEXICO CITY.—Concrete evidence of the energetic campaign waged against illiteracy during the past decade and a half, is presented in a survey of Mexican states recently made public.

To make a check on the progress of education, the federal government, in 1930, ordered a census to be taken in the states of Puebla and Mexico. That of the State of Mexico was finished the latter part of the same year, but only recently has study of the figures been completed. As rural education is being similarly pushed in other states, the state of Mexico figures are used as a general yardstick for the entire nation.

The survey shows a population in the state of Mexico of 679,455 persons over ten years of age, 334,085 men and 345,370 women. A total of 121,093 men and 70,802 women can read and write, while 8,002 men and 6,314 women can only read. This gives 61.36 per cent. of the male population as illiterate, and 77.67 per cent. of the female population.

Educational officials express themselves as pleased with the progress in spreading education among Indians living in the remote districts. There are already over 7,000 schools in the republic, and this year's program provides for more. It is stated that other surveys will be made from time to time to determine how the fight against illiteracy is progressing.

The present educational program was started about 1920. The percentage of illiteracy in the republic prior to the "revolution" of 1911 and during this period is not exactly known.

American Experts Assist in Turkey

ISTANBUL, Turkey. — Turkey's first kindergartens are to be founded at Angora, the national capital, under the direction of Dr. Beryl Parker, of Columbia University. She will work with the Turkish Society for Public Instruction. Dr. Paul Monroe, of Columbia University, who will assume the joint presidency of Robert College and the American Woman's College, was another recent arrival here.

SCHOOLS SHOULD ADOPT NEW AIM

Acquiring Knowledge Is Only Means to Larger Goods in Opinion of Minnesota Educator

MINNEAPOLIS, Minn. — "The present discontent and agitation for reforms in education are due to a fundamental error in the assumption that the educational system should be wholly or principally conservative," recently declared Dr. John B. Johnston, of the University of Minnesota, in discussing the guidance function in the secondary schools and colleges. "What the elders of greatest wisdom know to be necessary for the safety and welfare of society includes the introduction at frequent intervals of changes in institutions to adapt them to new conditions."

Dr. Johnston held that the fundamental philosophy of higher education is the full development of the native qualities of the individual so that he may "be ready to render such service as he can for the adaptation of social institutions in response to changes appearing in the environment and in man himself."

To forward social evolution, he continued, the pupil should have contacts with human and social elements in his environment, while the school should not be enveloped in "an exclusive atmosphere of lesson-learning which might hide valuable qualities in the individual." The elementary schools, he thought, should be "a continuous experience in living instead of a succession of periods of memorizing descriptions of facts and processes and of passing tests."

"Knowledge, like stock values, may be acquired and lost," Dr. Johnston declared. "It is time for us to recognize that the acquisition of knowledge is only a part of, or a means to, larger goods, namely individual power of performance, human satisfaction and social welfare."

Massachusetts Is Cutting Costs of Public Education

BOSTON.—For the first year since 1879 there is a reduction this year in the amount appropriated by the various Massachusetts municipalities for the operation of the schools of the commonwealth. The reduction is nearly $4,000,000 as compared with the appropriations for the previous year.

The announcement of the slash was contained in a statement issued by the state department of education as the result of a survey of data in the 355 municipalities in the state. The survey was to note and tabulate the "economies of retrenchments in education."

The statement notes the lines in which savings have been effected, and concludes: "The survey clearly indicates that school officials are aware of the present economic condition and the relation of the schools thereto. It is evident that they are giving serious and constant study to methods of reducing school costs with the least possible injury to the school system."

The statement notes that seventy-two municipalities have cut teachers' salaries, and ninety-seven have had welfare contributions made by the teachers.

A striking feature of the survey is the great increase in the number of post graduates in the public high schools.

New York Teachers Give 5,550,000 Meals

NEW YORK.—A total of 5,550,000 luncheons were served to needy children in the public schools, and paid for by school teachers out of contributions from their salaries during the last school year, according to figures made public by George H. Chatfield, director of school relief. The number of children fed per day rose from 35,000 in April to 51,000 in June. Now 42,000 children are being fed daily, and Mr. Chatfield said that he expected this number to be more than 50,000. The average number of pairs of shoes supplied and paid for by teachers out of their salaries is 1,200 pairs a day. Mr. Chatfield's figures show that from October 1, 1931, to August 31, 1932, more than a quarter of a million pairs of shoes were purchased by attendance officers out of funds contributed by the teachers. The average cost of these shoes is $1.22 a pair.

USAGE vs. TRADITION

Some Expressions Deserve Better Rating

MEMPHIS, Tenn.—School teachers attending a convention of the National Council of Teachers of English were told that there were some matters in life more important than correcting Johnny and Mary when they say "it is me," and become confused about the use of "shall" and "will."

They were admonished by Dr. Stella S. Center, of New York, in her presidential address to have done with the old theory that teachers should live "remote in academic seclusion, preoccupied with traditions only."

A survey conducted for the council by a committee headed by the late Sterling Andrus Leonard, of the University of Wisconsin, gave proof, Dr. Center said, of the doctrine that "nothing is permanent but change."

The survey approved as well established in "good colloquial usage," a number of expressions for which textbooks and dictionaries generally have little regard.

"Who are you looking for," "I wish I was wonderful," and "He invited my friends and myself," are only a few of the expressions a majority of the 229 judges conducting the survey found acceptable by reason of their general usage by large groups of the people.

Others were: "It is me" and "Had rather." The judges, in deciding also that "farther" and "further" might be accepted as synonymous, explained that the important part of English, as they saw it, was to worry more about clarified thought and less about the formalities.

Chinese Visit European Schools

WARSAW.—A commission of six Chinese educators sent by the Chinese government to make a study of European educational methods and institutions has completed a fortnight here making the first of its surveys. The commission, which is traveling under the auspices of the Organization of Intelligent Co-operation, is headed by C. P. Cheng, director of the Teachers' College of Nanking. Its other members: S. M. Lee, director of the College of Engineering, Chekiang National University, Hangchow; S. L. Yang, professor of pedagogy, National University of Peking; Y. S. Kuo, director of higher education, Ministry of Public Instruction, Nanking; C. S. Lee, University of Jena, Germany; Hohsien Chen, former commissioner of education, Kiangsou. The sending of the commission resulted from the visit of a League of Nations council commission of expert advisers sent to China some time ago to aid the Chinese government in improving government education. This commission included professors from Berlin, Warsaw, Paris and London. The Chinese commission will spend some time studying German universities, after which it will visit France, England and other European countries.

Declares Schools Flunk As Citizen Makers

NEW YORK.—Dr. John L. Tildsley, superintendent in charge of New York city high schools, in an address before 300 members of the High School Teachers' Association, charged that the schools have failed in their primary purpose, to make good citizens. He declared that the teachers should impart to the students what they are, rather than what they know. Dr. Tildsley said: "What better evidence can be found of the failure of our schools to accomplish their fundamental purpose than the spectacle of 32,000 citizens coming together for the purpose of choosing the man with whom the well-being of 6,000,000 people is to rest, waiting for hours while two men of the 32,000 decide who the man is to be and then, when they are solemnly asked whether anyone of the 31,998 has a man to suggest, not a voice is heard? The state needs, even though its guardians do not demand it, men of intelligence, vision, courage; men tolerant of sound judgment, faithful to a trust, socially minded and wise. Such men can be produced by an intelligently-planned, wisely-administered system of education, but only by teachers who possess themselves those qualities which they are called upon to bring forth in pupils. Only free men produce free men, and brave men other brave men."

Go to School in Taxis to Save Taxes

ROCKY RIVER, O. — Riding to and from school in a taxicab would be considered a luxury by most school children, but it is an economy move for pupils of this Cleveland suburb.

To save money school officials closed one of the schools in a sparsely built-up section of the suburb, and engaged a taxicab company to carry the children to and from school each day at ten cents each.

The schools save about $5,000 a year by the move, according to Clerk-Treasurer Fred Fenker.

VAN LOON RIDICULES OUTMODED TEACHINGS

BOSTON.—Hendrik W. Van Loon, historian and geographer, who believes present educational systems to be hopelessly obsolete, recently told a Ford Hall forum audience that progress is hampered by parents and educators who teach their children dusty and outmoded fables and codes of conduct in which they do not themselves believe.

These fables and fairy stories, Van Loon said, are those that the fittest survive, that every boy may grow up to be president, that there is equality of liberty and opportunity, and that prudence will provide for old age and unemployment. The speaker denied that these beliefs, taught in fable and maxim to school children, were currently valid, and insisted their teaching retarded true education before truth becomes apparent to children.

Van Loon said he was convinced that but for a few exceptions, no improvement in the ideals and views of the present generation now can be effected, and declared that the primary purpose of true education should be to provide the next generation with a workable and modern set of ideals. "There are too many $3,000,000 high schools for thirty-cent boys and girls," the historian declared.

Swap Cattle for University Education

BATON ROUGE, La.—Miss Elena Percy, farm girl, created a sensation when she appeared on the University of Louisiana campus riding a big bay horse and driving a herd of nine cows over the green lawns. Students, thinking it was some kind of a "stunt," quickly surrounded her, but Miss Percy was not a bit perturbed. She explained that she had come to swap cows for an education. After arranging with President James M. Smith to accept the cows in lieu of cash fees, she settled into the routine of university life.

Linguistic Congress Starts Turkish Reform

ISTAMBUL, Turkey.—A linguistic congress, opening President Mustapha Kemal Pasha's revolutionary reform of the Turkish language, assembled recently in the vast throne room of the palace. Under the president's guidance the congress is storming the last stronghold of the old Turkish mentality. It will resurrect archaic Turkish words to replace the Arabic words and the Persian, which form a great part of the current Turkish vocabulary. Even the name of God will be changed from the Arabic Allah to the Turkish Tchalap.

Prepare Course Of Study Development

GREENSBORO, N. C. — During summer months the four district principals of the Greensboro public school system are busy preparing courses of study for use in the Greensboro schools, according to G. B. Phillips, superintendent of Greensboro public schools. For the past few years definite studies have been made setting up general and specific objectives looking forward to this particular work. E. T. McSwain prepared the second tentative course of study in arithmetic. H. A. Helms took the second step in the development of the course of study in language. Miss Florence Pannill prepared the tentative course in reading. Mrs. Maie P. Hartswell set up a rather comprehensive social studies program. Miss Margaret Ludwig, supervisor of elementary music, had a tentative outline in which the basic elements of the course of study are stated. All five of these tentative courses have been put in mimeograph loose-leaf form in order that changes may be made without great difficulty. A copy of each of these courses is placed in the hands of the teachers at the opening of the year. Throughout the term definite contributions are made and revisions planned for another year. During the opening period when the teachers are being given information and instruction considerable time is spent on the prepared courses of study. Not one of these courses is being offered as a finished product, but as an effort to meet the needs of a growing school system in terms of the course of study that is definite, but at the same time offers great opportunity for the initiative of the teaching force.

More Time for Bed, This Survey Said

BROOKLYN, N. Y.—More Brooklyn boys go to bed at 10 p. m. than at any other hour, but the great majority of those from eleven to fifteen years old get fewer than the ten hours sleep a night recommended by health experts, the Welfare Council reported after a survey of 1,533 children. Forty-six boys averaged not eight hours' sleep a night, 292 fewer than nine hours, and 1,038 fewer than ten. The council recommended "instruction in the hygienic values of sleep and assistance in getting their lives organized to secure more sleep." Boys in typical middle-class sections showed best evidence of parental control, the study found, but in a typically "poor section" forty-one per cent. went to bed before 10 p. m. Not only do boys from homes of medium means go to bed earlier, but also they "prefer to spend their spare time at home," it was reported.

MOTION PICTURES FOR SCHOOLS OF AMERICA

CHICAGO.—W. F. Kruse, educational director of the Bell & Howell Company, in expressing his views on "The Motion Picture and the American School" for the International Review of Cinematography, Rome, points to the necessity of co-ordination of the sources of educational film material in America.

He also provides a valuable listing and discussion of these sources as they now exist, among them being the visual instruction departments of various municipal school systems, state visual instruction centres, museums, individual school film libraries, federal government departments, commercial producers, libraries of equipment manufacturers, industrial concerns who have made "free" commercial films, distributors of commercial films, etc.

Kruse also considers such subjects as the relative contribution of silent and talkie school films, reasons for 16mm. acceptance, and the trend of development in equipment.

"The bulk of the films now available to schools," he declares, "is made with the requirements of the classroom distinctly in mind. These classroom films bear an increasingly close relationship to the textbook and the study outline. More and more the educator is demanding factual film material that will fit his courses, not in a highly edited or predigested form, but in short lengths of authentic 'documentary' topic material that shows actual pictures of the thing studied in natural motion and in relation to its milieu."

Suggests Changes In Faculty Ratings

BALTIMORE, Md. — An increase in the teaching duties of university professors at the age of fifty-five was suggested by Dr. Joseph S. Ames, president of Johns Hopkins, in his annual report to the trustees. Dr. Ames pointed out the recommendation was made to give younger men more time for individual work. He also said it was made in the interest of increased efficiency. Dr. Ames also recommended that seventy years be made a definite retirement age "and I do not believe that an exception should be made." One exception leads to another, he added. The report also suggested the reducing of the number of academic grades to those of professor and two others corresponding to what are called at Oxford University "reader" and "lecturer." The appointment of the professor would be indefinite, but the other two five years with the reappointment of the higher one "as an exception." These men should be encouraged, the president said, to seek positions elsewhere, so they may secure wider experience.

Educational Gains In Ozarks District

JOPLIN, Mo.—The hill-billy of the Ozarks is going in for education, and beans and "taters" are paying the bill. That mountainous region of Southern Missouri and Northern Arkansas bearing the legendary Indian name "Ozarks," where for many years progressiveness has been conspicuously absent, can no longer be said to lack educational opportunity. Surveys of higher educational institutions of the region testify that intensive efforts are being made to bring school advantages to the mountain young folk at the lowest possible cost. More than $1,250,000 is now being spent in modernizing and improving some of the college plants.

While the Ozark region has a fair share of well-established institutions of higher education — sixteen, including the University of Arkansas at Fayetteville—the striking development of recent years is the establishment and growth of "self-help schools" for boys and girls from families of humble means. The region now has seven institutions of that character.

Students who are not able to pay tuition will be furnished employment by which they may work it out on the college farm or about the campus and buildings. Tuition also may be paid with farm products, potatoes, beans, canned goods—anything usable at the dormitory tables.

South Dakota Schools Retrench

PIERRE, S. D.—Eight of South Dakota's larger cities expect to save a total of more than $300,000 in the current fiscal year through trimming of school budgets. Sioux Falls, Mitchell, Yankton, Huron, Rapid City, Watertown, Aberdeen and Pierre are the cities making most drastic reductions.

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Cost of Education In England Studied

LONDON.—It appears that elementary education costs are increasing more rapidly, and secondary education expenses more slowly in England than in the United States. The average cost for current expense and interest on borrowed money per pupil in average daily attendance in all public elementary and secondary schools in the United States during the year 1929-1930 was $91.05. The averages for elementary and four-year high schools were, respectively, $75.78 and $160.93. During the year 1913-1914 the average for all schools was $32.60. Assuming that the same ratio existed in 1914 as in 1930, the average per pupil in elementary schools was $30.12, and for four-year high schools $63.96, an increase of 151.6 per cent. for both elementary and secondary education. The cost of elementary education in England increased from $22.53 to $63.57 during the period 1914 to 1931, a percentage increase of 182.2. Secondary education in England increased $72.02 from 1912 to 1930. It is estimated that the increase in the United States is $100.20 for the same period.

Egyptians Plan Arabic Academy

CAIRO, Egypt.—Details have become available of the plan Hilmy Pasha Issa, Egyptian Minister of Education, proposed to his government for founding an Arabic Academy in Cairo, which would perform the same service for the Arabic language as the Academie Francaise does for French. Thus the functions of the institution would be: (1) To safeguard the purity of the Arabic language and adapt it to the demands of modern life by fixing from time to time the technical terms and expressions required by the progress of the sciences and of social life, and by drawing attention to solecisms which ought to be eliminated from use; (2) to compile a grand historical dictionary of the Arabic language from its beginnings to the present day; (3) to organize the scientific study of modern Arabic dialects in Egypt and other Arabic-speaking countries; (4) to study all questions relating to these objects which may be put to it by the Ministry of Education. At present it is virtually impossible to translate any modern work of science into Arabic for want of the proper terms. The Arabic of books is fast becoming a dead language on this account, so widely does it differ from the vernacular in current use, and this again varies greatly in the different Arabic-speaking countries, it is explained.

SCHOOL ATHLETICS

Called Too Restricted By Federal Expert

ATLANTIC CITY, N. J.—Current interscholastic sport practices were severely criticised by Carl A. Jessen, of Washington, specialist in secondary education of the Department of the Interior, in an address before the convention of the Middle States Association of Colleges and Secondary Schools here.

Mr. Jessen made the statements in presenting the annual report of the national survey of secondary education which has been in progress for several years.

In criticising present-day athletics Mr. Jessen declared that there are "too many illustrations of participation restricted to comparatively few pupils."

"We found too much extravagant expenditure," he asserted, "of financing entirely through gate receipts and consequent undue importance attached to winning teams, of influences exerted by the press and, at other times, by alumni to remove or impair complete control of athletics by the school authorities, of unsportsmanlike conduct by spectators, of inducements being offered high school athletes by business or professional men or other individuals to attend certain higher institutions, and of severe injury to players and other indications of failure to heed the health motive."

High School Enrollment Up

WASHINGTON. — Enrollment in American high schools increased 99.9 per cent. between 1920 and 1930, according to the Federal Office of Education, in a report on statistics of state school systems. Other notable changes in American public education during the last decade as presented are: The per cent. of children five to seventeen years of age enrolled in the public schools rose from 77.8 per cent. in 1920 to 81.3 per cent in 1930. The schools are not only attracting a greater percentage of children of school age to their doors, but they are keeping a greater percentage in daily attendance. Of every 100 children enrolled in 1920 only seventy-five were in daily attendance. In 1930 there were eighty-three of every 100 attending daily. While high-school enrollment was increasing nearly 100 per cent. during the decade, elementary school enrollment was increasing only ten per cent. The increase in enrollment in first grade, however, was only 3.9 per cent. The average school term stood in 1930 at 172 days.

Grins Between Grinds

Hopeless

John rushed around looking for his coat.

Mrs. John—"What do you want your coat for, dear?"

John—"That fellow, Brown, across the road has just telephoned to ask if I can lend him a corkscrew."

Mrs. John—"Well, what do you want your coat for? Surely there's no need for you to go out? You can send Mary with it."

John (turning upon her more in sorrow than in anger)—"My dear, your last remarks sum up the whole reason why women cannot lead armies, control nations or take anything but a subordinate part in the affairs of the world."

• •

He Froze Euphrosyne

Young Mother—"I've decided on a name for the baby. I shall call her Euphrosyne."

Her husband did not care for the selection, but being a very tactful fellow, he was too wise to declare his objection.

Hubby (cheerfully)—"Splendid, the first girl I ever loved was called Euphrosyne, and the name will revive pleasant memories."

Young Mother (after a brief period of silence)—"We'll call her Elizabeth, after my mother."

• •

Importunity

A rosy-checked Irish girl stepped into the village post-office and asked: "Anything for the Dempseys?" "No, there is not." "Anything for Jane Dempsey?" "Nothing." "Anything for Tom Dempsey?" "No." "Anything for John Dempsey?" "No, not a bit!" "Anything for Terry Dempsey?" "No; nor for Pat Dempsey, nor Denis Dempsey, nor Peter Dempsey, nor Paul Dempsey, nor for any Dempsey, dead, living, native or foreign, civilized or uncivilized, savage or barbarous, male or female, black or white, naturalized or otherwise, soldier or citizen! No, there is positively nothing for any of the Dempseys!" The girl looked at the postmaster in astonishment. "Please," she said, "will you see if there is anything for Bridget Dempsey?"

• •

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Men Now Comprise One-Fifth of Teachers

WASHINGTON. — The 1,037,605 teachers in educational institutions of the United States in 1930 represented 3.5 per cent. of the number of persons ten years of age or over who were reported by the census of that year as gainfully employed, according to a Federal Office of Education statistical bulletin. There were 27,373 more teachers reported in 1930 than in 1928, the year of the previous statistical analysis of education, and 222,432 more teachers than in 1920. This was an increase of 2.71 per cent. in the biennium, and 27.29 per cent. in the decade. The percentage of men teachers has been increasing gradually in this country, the survey shows. In 1920 the men constituted 18.55 per cent. of the total number of teachers; in 1928 there were 20.76 per cent., and in 1930 they formed 20.93 per cent. Only in the field of higher education is the number of men greater than the number of women teachers.

Teachers Who Dance Will Forfeit Their Jobs

THOMASVILLE, Ga.—The boundary of Jackson County, Fla., is just a few miles from here, and a recent ruling of its school authorities has interested and amused local citizens. The county school board, it appears, is opposed to dancing. Moreover, it is opposed to people who dance, and it has taken steps — possibly action would be a better word under the circumstances—to prevent any such frivolity within its jurisdiction. It has ruled that any Jackson County teacher who indulges in dancing during the school term automatically forfeits his or her position. Furthermore, no Jackson County schoolhouse may be used for dancing.

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(Signed) H. B. THOMPSON,
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School Library Held Essential to Child

LAKE PLACID, N. Y.—"The new education" is dependent upon the library as one of its chief resources, Dr. Jesse Newlon, director of the Lincoln School of Teachers College, Columbia University, told the State Library Association. A new concept of the school makes the school library indispensable, Dr. Newlon said. So long as the imparting of logically arranged, tested subject-matter was considered the chief function of teaching, the school required only few books. But "this passive learning and acceptance of what is imparted by the teacher and memorized from the textbook" is doomed, and is rapidly giving way to a new order. A professionally-trained library staff is now accepted as essential to the modern school, Dr. Newlon observed, and its qualifications must be no less than those demanded of other teachers.

Harvard Freshmen Show Improved Scholarship

CAMBRIDGE.—That the depression years have witnessed marked improvement in scholarship by Harvard freshmen is indicated by a study of the records of recent freshman classes. The record of last year's freshman class, it is stated, is the best of any first-year class since the present requirements were established nine years ago, and the classes of the last three years have all shown a steady improvement. The freshman class which entered Harvard in 1929 ended the year with 20.6 per cent. of its students in the unsatisfactory group. The class entering in 1930 showed only 17.2 per cent. unsatisfactory, and for last year's class the figure was cut to 13.6 per cent. At the same time, the percentage of honor students also showed an increase, rising from 21.7 per cent. in 1930-1931 to 22.9 per cent. for last year's class. At the end of the year the honor students heavily outnumbered those with unsatisfactory records, with 198 freshmen on the Dean's list, as compared with 117 men with unsatisfactory records.

Penn State Students Form Co-operative Plan

STATE COLLEGE, Pa. — The Penn State Co-operative Association, launched by students with $600 capital this year, now operates a five-cent cafeteria, two boarding houses, two rooming houses and a student supply store at Pennsylvania State College. The idea for the association developed from a discussion among a group of students last spring. At the opening of the fall term in September, sixty students advanced $10 each. Membership was set at $2 annually, and was opened to all students. The plan met immediate success and advanced rapidly under its purpose of reducing "the cost of living of students, and providing opportunities for their employment." The association found work for sixty-five students where they could obtain room and board for about $7 a week, and opened the cafeteria, where every dish is five cents and three meals daily may be obtained for about seventy cents.

Tired Students Take Course in Sleeping

AUSTIN, Tex.—For tired students at the University of Texas there is the course labeled "Sleeping P. T." they can take, the "P. T." standing for "physical training." The classroom is fitted with cots on which pupils lie for thirty minutes each class period. "The course is simply a period of rest and recuperation for students unable to take strenuous exercise," S. N. Ekdahl, the instructor, said.

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School Busses Inspected

BOSTON. — Inspection of school busses was made recently in accordance with a law passed at the last session of the Legislature to protect the lives and safety of children transported to and from school by motor vehicles. The inspection was state wide. Examining points in thirty-nine cities and towns were designated. Vehicles were examined as to brakes, lights, steering gear, horn, muffler and number plates, and it was also determined whether the vehicles met other requirements of the law as to type, construction and marking. Hereafter, as provided by law, these inspections will be held every two months during the school year.

Klan Seeks Harvard Recruits

CAMBRIDGE, MASS. — It was learned recently that Ku Klux Klan leaflets, similar to literature recently passed around in neighboring towns, have been distributed in mail boxes in Harvard dormitories. The leaflet consisted of a picture of a man on horseback with the caption, "The Ku Klux Klan rides again." Copies of the Courier, official magazine of the Klan, also were distributed. The tenor of the propaganda in the leaflets was anti-communist in character, and urged that the "standard of the Klan be raised again in defence of American institutions as in former years."

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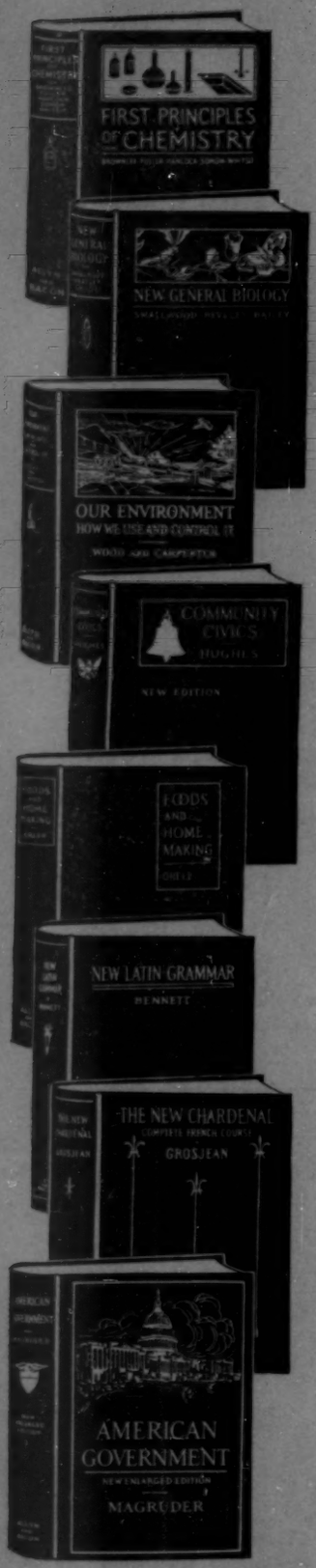

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Textbooks cost less than 2% of the general expense of education. Any curtailment in their purchase does not appreciably affect the budget, but it is sure to hang the badge of shabbiness on a school's accomplishments as well as on its appearance.

Books should be bought before economies are practiced. Economies can be brought about more effectively in the 98% of other costs of education than in the small 2% that goes to provide textbooks.

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